DOCUMENT RESUME

ED 172 871 JC 790 411

AUTHOR Wenckowski, Charlene; And Others
TITLE Montgomery College Student Follow-Up Study: First-Time Students, Fall 1974.
INSTITUTION Montgomery Coll., Rockville, Md. Office of Institutional Research.
PUB DATE Feb 79
NOTE 88p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Aspiration; Age; College Majors; Community Colleges; Educational Background; Employment Patterns; Ethnic Groups; Females; *Followup Studies; Graduate Surveys; Institutional Research; Junior Colleges; *Junior College Students; Males; *Participant Satisfaction; Part Time Students; Relevance (Education); *Student Characteristics; Transfer Students; *Vocational Followup

ABSTRACT

A follow-up study of Montgomery College students was conducted to determine the extent to which the college assisted students in achieving educational goals, developing career plans, and preparing for transfer to senior institutions. The survey, conducted in 1978, gained responses from 1,840 of the 4,881 first-time students enrolled in Fall 1974, including transfer, career, and "special" (undecided major) students; part- and full-time students; and high school graduates and non-graduates. The questionnaire covered demographic data, goals at college entry, current employment status, transfer status, and satisfaction with the college. Results were compared with similar studies of first-time students of 1970, 1971, and 1972, and also to a statewide 1974 sample. The percentage of "special" students had increased since 1971 and was higher than statewide averages (38% vs. 16%), suggesting a need to reevaluate entry classifications. Respondents were older than in previous studies, more likely to be female, and more frequently transfer-oriented. Of those students currently employed full-time, 73% were in jobs related to their training. Two-thirds of survey respondents indicated they achieved their goals while at college, and 88% reported they would recommend the college to a friend. Minority students in particular (24%) cited job/study conflicts as a reason for leaving college. (DR)

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MONTGOMERY COLLEGE STUDENT FOLLOW-UP STUDY:

FIRST-TIME STUDENTS

FALL 1974

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by

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Office of Institutional Research

MONTGOMERY COLLEGE

Montgomery County, Maryland

February 1979

JC 790 411

ACKNOWLEDGMENT

The authors wish to recognize the excellent work (upon which they drew heavily) of Dr. James D. Tschechtelin of the State Board for Community Colleges in analyzing and describing the data from the Statewide Follow-Up of Community College Students.

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EXECUTIVE SUMMARY

REPORT TITLE: Montgomery College Student Follow-Up Study: First-Time Students Fall 1974

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PURPOSE: This research project is a joint effort of the individual Maryland community colleges and the State Board for Community Colleges (SBCC). It is aimed toward the goal of assessing and monitoring the outcomes of community college education. More specifically, the study represents an attempt by the colleges to evaluate the extent to which they are assisting students in achieving their educational goals, assisting students in immediate career development and assisting students in their preparation for transfer to four year colleges or universities. This report contains an analysis of the information collected from Montgomery respondents and a comparison of the Montgomery College findings to those of community college respondents across the State.

METHODOLOGY: Information was collected from students who were enrolled at a community college four years after the year of their initial enrollment. The population of this study comprises students who had enrolled at a community college in the State for the first time in the fall of 1974. Previous surveys have concerned first-time students of fall 1970, fall 1971,

METHODOLOGY: (Continued)

and fall 1972. For Montgomery College, the population of first-time fall 1974 students stood at 4,881.

The survey instrument was designed by the Maryland Community College Research Group and collected information in five areas: demographic characteristics, goals upon entry to the community college, employment status, transfer status, and satisfaction with selected aspects of the community college.

Three mailings of the survey resulted in a return of 1,840 questionnaires by the Montgomery College population. Subtracting those persons who could not be reached because of address changes from the population, an adjusted return rate of 45 percent was achieved for Montgomery College. For the state as a whole the adjusted return rate was 43 percent.

FINDINGS:

Demographic

Compared to the rest of the State, Montgomery College respondents are more often classified as special students and are less frequently classified as transfer or career oriented. The percentage of respondents classified as special has increased in each study since 1971. Respondents to the 1974 study are more frequently female and are older than the respondents from earlier studies. These findings reflect changes that have been occurring in the composition of the student body both at Montgomery College and at community colleges throughout the country.

EDUCATIONAL GOALS:

Montgomery College respondents were more interested in transfer than their counterparts throughout the state, but achieved their goals at almost exactly the same rate as respondents statewide. However, minority students from Montgomery were more apt to achieve their goals than minority respondents statewide (59 percent vs. 50 percent statewide). A crosstabulation of goals by program type suggests that many students have pursued goals that are not directly related to the program in which they enrolled. For example, 28 percent of the career program respondents and 25 percent of the special program respondents had preparation for transfer as their educational objective. There is little difference between the Rockville and Takoma Park campuses with regard to the goals of students; however, transfer students at Rockville are more likely to achieve their goals and career students at Takoma Park are more likely to achieve their goals. Regarding reasons for leaving the College prior to achievement of goals, the most frequent reason was transfer to another college. Very few students noted that financial disincentives (e.g., lack of financial aid, financial aid insufficiency and college related expenses) were important reasons for leaving the College before achieving their educational goals. Minority respondents at Montgomery College and throughout the State have cited scheduling conflicts between their job and studies as reasons for leaving more frequently than have their white counterparts.

CAREER DEVELOPMENT: Comparable percentages of respondents from Montgomery College and statewide that had career development as their goal were employed full-time (79 percent). Minority respondents from Montgomery College were not only the most successful subgroup from Montgomery, but were more successful in achieving career development goals than any other subgroup statewide. The great majority of respondents (73 percent from Montgomery, 75 percent statewide) who are employed full time continue to be employed on jobs that are either directly related or somewhat related to their training. While the majority of students from both campuses are likely to work in Montgomery County, Takoma Park respondents are less likely to than are Rockville respondents. Takoma Park respondents are more likely to work in the District of Columbia than are Rockville respondents, undoubtedly a reflection of the location of the two campuses. The majority of the respondents to the survey noted that participation in their Montgomery College career program increased their theoretical understanding of their field, increased their job skills, and helped them to obtain a job.

TRANSFER: A larger percentage of Montgomery students transfer than is true for the statewide sample (42 percent and 34 percent respectively). Montgomery transfer students are more likely to attend colleges outside of Maryland than are transfer students from other parts of the State. Those respondents having a goal of transferring were equally

TRANSFER: (Continued)

successful in achieving their goals statewide and at Montgomery (78 percent successful). In both groups of respondents minority respondents were the least successful. Some positive findings with regard to transfer include the following: Montgomery respondents are no longer losing significantly more credits than statewide respondents when transferring, academic performance at transfer institutions is good, satisfaction with preparation for transfer remains high, and only 15 percent of the respondents transfer into programs unrelated to their Montgomery College programs. While minority respondents from the College as a whole were least successful in transferring, minority respondents from Takoma Park were the most successful (more so than any other group on either campus).

STUDENT SATISFACTION:

An overwhelming majority of respondents statewide and from Montgomery College would recommend their program to a friend. Practically all respondents (88%) would recommend the College to a friend.

RECOMMENDATIONS:

1. The College counseling staff may wish to further investigate some of the reasons cited by students for leaving Montgomery College prior to achievement of their educational goals. Specifically, the 12 percent of respondents who cited job/studies conflicts, the 11 percent who cited marriage problems, and the 6 percent who noted unsureness of their majors might, in some cases, have been encouraged to remain at the College through counseling and guidance. Job/studies conflict was a

RECOMMENDATIONS: (Continued)

particularly key reason for leaving among minority students. (Twenty-four percent indicated that this was their primary reason for leaving.)

2. Further research should be conducted to ascertain why minority respondents from Takoma Park are so successful in transferring when that is their goal and why those at the Rockville Campus are less successful. The respective rates of success for students in this category are 78 percent (Takoma Park) and 59 percent (Rockville).

3. This study, and several previous ones, confirm the need for reform of the curriculum classification system with respect, especially, to special students. The data reported in this study reflect the College's trend toward increasing enrollments of special students (38 percent of the respondents at the time of exit were classified as special compared to 28 percent in the 1972 study). The data also reflect the fact, previously identified, that the educational goals and aspirations of special students do not diverge greatly from transfer and career students. A high enrollment of special students indicates the loss of significant amounts of information concerning areas of student academic interest. The College should make further attempts to assure that students are accurately classified in terms of their educational interests.

4. The graduation rate among students whose goals are A.A.

RECOMMENDATIONS: (Continued)

degrees is not high (38%). The College should investigate the reasons for this low rate for the purpose of determining whether or not more students should and could be encouraged to complete programs. This recommendation is clearly related to recommendation number 1.

MONTGOMERY COLLEGE STUDENT FOLLOW-UP STUDY:
FIRST-TIME STUDENTS
FALL 1974

1. THE PROBLEM

This study of students who entered Montgomery College for the first time in the fall of 1974 represents a continuation of the series of statewide follow-up studies of community college students also begun that same year. The population of the initial study was fall of 1970 first-time students; subsequent study populations were fall 1971 and fall 1972 first-time entrants. The latter studies were completed in 1975 and 1976 respectively.

The central problem addressed in this study is the need for Maryland community colleges and the State Board for Community Colleges to continually assess and monitor the outcomes of community college education. While certain Maryland community colleges have conducted local outcomes' studies, there has remained a statewide need to develop and maintain a standardized procedure for gathering data for planning and evaluation.

More specifically, the study represents a continuing effort to help the State community college system and the individual college evaluate the extent to which they are:

1. Assisting students in achieving their educational goals,
2. Assisting students in their immediate career development,
3. Assisting students in their preparation for transfer to senior colleges or universities.

The study is also intended to augment data used in the Level I monitoring of career programs, as described in the System for the

Evaluation of Career Programs in the Community Colleges of Maryland (1974).

This report presents the Montgomery College findings of the study.

Research Questions

The study was designed to provide answers to the following research questions and to compare Montgomery College findings to Statewide findings for each of the research questions addressed:

1. Educational Objectives

1.1 What were the primary educational goals of students who entered Montgomery College in Fall 1974?

1.2 What proportion of the students achieved their educational goals?

1.3 What proportion of the entering class had graduated within seven semesters?

1.4 What was the graduation rate among those whose goal was an Associate in Arts degree?

1.5 How many of the students were still enrolled at Montgomery College?

1.6 What were the reasons for discontinuing attendance at the College?

2. Career Development

2.1 How many of the respondents were employed full-or part-time regardless of their stated goal?

2.2 How many of the respondents were employed full-time where career development was their goal?

2.3 What proportion of those employed full-time held jobs in their field of training?

2.4 Where were the full-time career respondents employed?

2.5 Did the Montgomery College program increase theoretical understanding? Increase job skills? Help to get a job? Help to get a promotion or salary increase?

3. Transfer to a College or University

3.1 What proportion of all the students transferred?

3.2 What proportion of the students transferred when transfer was their goal?

3.3 To what colleges and universities did the respondents transfer?

3.4 What proportion of the transferring students selected majors that were related to their curriculums at Montgomery College?

3.5 How many credits did respondents lose in the transfer process?

3.6 What was the grade-point average of the students at their transfer institutions?

3.7 How satisfied were the transferring students with their academic preparation at Montgomery College?

4. Student Satisfaction

4.1 What proportion of the respondents would recommend their program of study to a friend?

4.2 What proportion of the respondents would recommend the College to a friend?

Definitions of Terms Used in the Study

The following definitions were used in this study:

Educational Goal: The original, primary aim for attending the community college, as reported by the student on the follow-up questionnaire.

Career development: growth in the capacity for satisfying and successful employment among persons seeking new jobs and persons currently employed.

Special student: a student who is not formally matriculated in a specific program of study.

Program: a series of courses leading to a certificate or associate degree and the basis for reporting student data at the State level.

Level I monitoring of career programs: a quantitative program evaluation system that compares program projections with results on criteria such as enrollment, completions, employment in field of training, etc. The Level I procedure is a trigger device to signal the need for qualitative local program evaluation, Level II (A System for the Evaluation of Career programs in the Community College of Maryland, 1974).

Limitations of the Study

The study was goal-oriented and did not assess the outcomes of the college beyond the initial aims of the student. For example, a student may not have achieved the goal of transfer but may have developed a satisfying career in photography through a course taken as an elective. Such a student may consider college as a successful experience but the study would not record the student as a "success."

In addition, students were asked to indicate their educational goals upon entrance to college. Because they were asked this question

three and one-half years after entering, some students may have forgotten their initial educational goals and some may have unconsciously altered their original goals.

The study made no attempt to compare college outcomes with the outcomes of other educational experiences in society. For example, students in the study reported the extent to which their community college helped them develop job skills, while, perhaps, industrial and military training programs may also provide skill development similar to that provided by the College.

2. METHODOLOGY

Study Population

The study population comprised all first-time students at Montgomery College during Fall 1974. The population of 4,881 students included transfer, career, and special students, part-time and full-time students, as well as high school graduates and nongraduates.

Data Collection

The questionnaire was developed by the Maryland Community College Research Group and sought data in five areas: demographic information, goals upon entry to the community college, employment status, transfer status, and satisfaction with selected aspects of the community college (Appendix A). The questionnaire followed the same basic format as the previous one used in the study of Fall 1972 first-time students.

The following demographic information came directly from College records: program at exit from the College, credit hours earned, highest degree earned, overall grade-point average, current enrollment status, sex, and year of birth.

Procedure

The State Board for Community Colleges contracted for commercial printing of the questionnaires. Following printing, surveys were distributed to the colleges for mailing. Montgomery College used student records to develop a master list of its study population. The master list was used to keep track of the respondents, non-respondents, and packets returned as undeliverable by the Postal Service. The first packets were mailed during April 1978 and consisted of a cover letter from the Acting Director of Institutional Research, the questionnaire, and a pre-addressed,

prepaid return envelope. At three and two-week intervals respectively, second and third mailings were made to all non-respondents. As completed questionnaires were received by the College, demographic data were added to each questionnaire.

Return Rate

Of the 4,881 questionnaires mailed to persons in the population, 792 were returned by the Postal Service as undeliverable leaving a net population of 4,089. From this group, 1,840 usable questionnaires were received for an adjusted response rate of 45 percent. In terms of the total population, the response rate (unadjusted) is 38 percent which is lower than the rate achieved in the 1972 study (46%). The statewide adjusted response rate for the 1974 study is 43 percent (unadjusted rate-34%.)

Non-respondent Bias

In any survey the possibility of non-respondent bias exists. That is to say, the answers to survey questions given by survey respondents may differ significantly from those that would have been given by non-respondents had they responded. A previous follow-up study of 1972 first-time students examined the question of whether or not such bias existed. Briefly, the technique for examining non-respondent bias involved selecting non-respondents at random and interviewing them by telephone on selected items from the questionnaire. In addition, for the current survey, a test was conducted to compare respondents and non-respondents on selected demographic characteristics (e.g., cumulative G.P.A., sex, race and age, see Appendix B).

As a result, it was noted that female and white students and students who excelled in college were more likely to return survey questionnaires than were other students. However, the earlier survey of non-respondents indicates that the overrepresentation of these types of students has had little effect upon overall response patterns for the various survey items. The authors conclude that the responses given may be taken as representative of the population of students as a whole.

3. THE FINDINGS: MONTGOMERY COLLEGE AND STATEWIDE

Demographic and Academic Characteristics

Table I-A displays, for purposes of comparison, general demographic and academic characteristics of survey respondents from Montgomery College (Rockville and Takoma Park Campuses) and other community colleges in the state of Maryland. A number of differences are apparent between Montgomery College and the rest of the state. For example, the percentage of Montgomery students classified as special is much higher than in the rest of the state (38% compared to 16%), and the percentage of students in the other categories (transfer and career) consequently lower. Because a much smaller percentage of Montgomery students were matriculated in either transfer or career programs, a somewhat smaller percentage indicated that they had received a degree or a certificate. However, the mean credit hours earned by Montgomery students is comparable to the statewide mean indicating that Montgomery respondents may have comparable tenure at the College even if they do not earn degrees. As regards race, Montgomery continues to have a smaller percentage of minority students and a larger percentage of foreign students than other community colleges in the state.

Table I-B contains comparative figures from the 1971, 1972 and 1974 surveys. Over the years some changes have been marked and others only slight. The most noticeable change has been in the primary attendance status of students. The majority of respondents from the 1971 and 1972 Studies attended full-time (66% in 1971 and 64% in 1972), whereas a slight majority (51%) of those from the 1974 Study attended part-time.

TABLE I-A

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS
OF THE STATE AND LOCAL RESPONDENTS
1974

CHARACTERISTIC	STATEWIDE AVERAGE	STATEWIDE PERCENT	MONTGOMERY COLLEGE AVERAGE	MONTGOMERY COLLEGE PERCENT
Program Type				
Transfer		45%		37%
Career		39%		25%
Special		16%		38%
Mean Credit Earned	31.3		31.0	
Highest Degree Earned				
Associate		22%		15%
Certificate		1%		2%
None		77%		83%
Cumulative Grade Point Average	2.7		2.6	
Mean Age in 1974	26.2		24.5	
Sex				
Male		41%		40%
Female		59%		60%
Race				
Minority		12%		7%
White		85%		87%
Foreign		2%		5%
Other		1%		1%
Primary Attendance Status				
Part-time		55%		51%
Full-time		45%		49%

The number of respondents (N) in each Montgomery College subcategories varied from N=1702 to N=1838; the statewide subcategories varied from N=7291 to N=7855, depending upon the completeness of information available for each student.

TABLE I-B

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS
OF NEW ENTRANTS AT MONTGOMERY COLLEGE
1971 THROUGH 1974*

CHARACTERISTIC	1971 ENTRANTS PERCENT	1972 ENTRANTS PERCENT	1974 ENTRANTS PERCENT
Program Type			
Transfer	51%	47%	37%
Career	24%	25%	25%
Special	25%	28%	38%
Mean Credit Earned	34.5	35.7	31.0
Highest Degree Earned			
Associate	16%	17%	15%
Certificate	1%	1%	2%
None	83%	82%	83%
Cumulative Grade Point Average	2.5	2.5	2.6
Mean Age	21.7	22.0	24.5
Sex			
Male	52%	46%	40%
Female	48%	54%	60%
Race			
Black	3%	2%	7%
White	94%	92%	87%
Other	3%	6%	6%
Primary Attendance Status			
Part-time	34%	36%	51%
Full-time	66%	64%	49%

*In the 1974 survey the categories were: minority, white, foreign and other. In order to make comparisons with previous surveys minorities have been included under black and foreigners under other.

The number of respondents (N) in the different subcategories varied as indicated below:

NUMBER OF RESPONDENTS

	1971	1972	1974
Highest number in any subcategory	1514	1843	1838
Lowest number in any subcategory	1432	1735	1702

Over the years, the sexual composition of entering classes has also undergone change. In the 1971 Study the majority of respondents were male. By 1972, however, the majority (54%) were female. This trend continued in 1974 when the female respondents constituted an even greater majority (60%). These response rates reflect a previously noted trend toward increasing numbers of female students attending the College.

With regard to program type at exit, fewer respondents are exiting as transfer students. At the same time, there has been a fairly significant increase in the percentage of respondents exiting as special students.

Mean age is a final characteristic that demonstrates change over the three year period. Since 1971, when the mean age was 21.7 years, it has edged up to 24.5 years in 1974. All of these changing demographic characteristics of respondents reflect trends in college enrollment which have been noted when statistics on each fall's enrollment are compiled.

Further information on credit hours earned and age distribution is contained in Tables II and III. Very little change in the distribution of credit hours earned by respondents has occurred. The figures, however, do indicate a continuing slight tendency for increasing percentages of students to earn fewer total credit hours.*

As Table III indicates, there has been a marked change in the ages of respondents between 1971 and 1974. Respondents of 1974 are significantly older than their counterparts of 1971. In no age group

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*If one considers cumulative percentages, for instance, the total percentage of students earning 15 credit hours or less increased from 32% in 1971 to 38% in 1974 (i.e., for 1971 and 1974 new entrants).

TABLE II

CREDIT HOURS EARNED BY THREE CLASSES OF NEW ENTRANTS
IN FOUR YEARS AT MONTGOMERY COLLEGE
1971 THROUGH 1974*

CREDIT HOURS EARNED	ENTERING CLASS OF 1971 PERCENT	ENTERING CLASS OF 1972 PERCENT	ENTERING CLASS OF 1974 PERCENT**
0	4%	3%	3%
1-3	7%	7%	9%
4-6	7%	7%	9%
7-11	8%	8%	9%
12-15	6%	6%	8%
16-30	18%	16%	17%
31-45	13%	12%	14%
46-59	14%	16%	13%
60-75	21%	23%	16%
76-90	1%	2%	1%
90(+)	1%	0%	1%
Mean	34.5	35.7	31.0
	N = 1487	N = 1787	N = 1756

*Includes only those students responding to survey. Values for N based on adjusted totals.

**For 1974 entrants credit hour categories are 46-60 and 61-75 as opposed to 46-59 and 60-75.

TABLE III

AGES OF FIRST TIME ENTRANTS
1971 THROUGH 1974*

AGE RANGE IN YEARS	1971 PERCENT	1972 PERCENT	1974 PERCENT**
16-22	82%	76%	59%
23-27	6%	7%	11%
28-32	3%	5%	8%
33-37	2%	4%	7%
38-42	3%	3%	5%
43-60	4%	5%	9%
61 and over	0%	0%	1%
Mean	21.7	22.0	24.5
	N = 1509	N = 1829	N = 1826

*Includes only those students responding to survey.

**Percentages result from an interpolation of 1974 data which were grouped into different age ranges than the 1971 and 1972 data. The interpolation assumed an equal distribution of ages across each interval.

is this fact more evident than in the 16-22 category. In 1971, 82 percent of the new entrants were 16-22; in 1972, 76 percent; and in 1974, approximately 50 percent.*

Educational Goals

1.1 What were the primary educational goals of students who entered Montgomery College/Colleges statewide in Fall 1974?

The goal that most students have upon entering the College continues to be earning an associate degree. This aim, while the goal of 59 percent of the respondents statewide, is the goal of 52 percent of the Montgomery College respondents. On the other hand, the tendency to take courses without intending to work toward a degree is greater at Montgomery College (42%) than it is statewide (34%). (Table IV).

With regard to the related question of the primary reason for attending the community college, the foremost reason is preparation for transfer (to a four-year institution). Thirty-nine percent of the Montgomery College respondents select this option as compared to 32 percent of the respondents statewide. Although more Montgomery College students are interested in preparing to transfer, fewer (as indicated in Table IV) seem to view attaining an associate degree to be a necessary part of that preparatory process.

A cross-tabulation of program type with primary reason for attending shows that 62 percent of the Montgomery students who enrolled in transfer programs were indeed interested in transfer but a substantial percentage (38%) were not. Similarly, while more career students were

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** Figures for 1974 entrants have been regrouped by interpolation; see note below Table III.

TABLE IV

ACADEMIC GOALS OF STUDENTS
WHO ENTERED MARYLAND COMMUNITY COLLEGES
AND MONTGOMERY COLLEGE IN THE FALL OF 1974

ACADEMIC GOAL	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Take courses	34%	42%
Certificate	7%	6%
A.A. Degree	59%	52%
TOTAL	100% N = 7477	100% N = 1752

TABLE V

PRIMARY REASON FOR
ATTENDING COLLEGE

REASON FOR ATTENDING	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Exploration of new career or academic area	14%	15%
Preparation for immediate entry into career	19%	17%
Preparation for transfer	32%	39%
Update skills	13%	8%
Interest/Self-enrichment	19%	17%
Other	3%	4%
TOTAL	100% N = 7345	100% N = 1719

interested in preparing for immediate entry into a career (39%), 28 percent expressed an interest in preparing for transfer to a four-year institution. Special students most frequently enroll for self-enrichment or for preparation for transfer.

Interesting differences also emerge with regard to sex and the primary reasons for attending. Males are much more interested than are females in transferring (51% to 33%) and females are more interested than males in taking self-enrichment courses. When comparing responses by race, minority students are somewhat less interested in transfer and somewhat more interested in updating skills than are white students. Statewide, minority students are less likely to be making preparations to transfer than are minority students at Montgomery. (Tables VI-A and VI-B).

1.2 What proportion of Montgomery College/statewide respondents achieved their educational goals?

There is hardly any difference at all between the overall rates at which Montgomery College students (62%) and students statewide (63%) achieve their educational goals. However, the rate at which minority students at Montgomery achieve their goals does differ from the goal achievement rate for minority students statewide. As indicated in Table VII, the minority student goal achievement rate statewide is 50 percent, while the rate for minority students at Montgomery College is 59 percent. Furthermore, for the statewide student population, a significant disparity persists between the goal achievement rates of minority and white students. This statewide disparity can be contrasted to the situation at Montgomery. Whereas the difference in goal achievement rates

TABLE VI-A

EDUCATIONAL OBJECTIVE BY PROGRAM TYPE

EDUCATIONAL OBJECTIVE	PROGRAM TYPE		
	TRANSFER PERCENT	CAREER PERCENT	UNDECIDED (SPECIAL) PERCENT
Exploration of new career or academic area	13%	15%	16%
Preparation for immediate entry into career	8%	39%	9%
Preparation for transfer	62%	28%	25%
Update skills	2%	8%	16%
Interest/self-enrichment	13%	8%	27%
Other	2%	2%	7%
		N = 1717	

TABLE VI-B

EDUCATIONAL OBJECTIVE BY SEX AND RACE

EDUCATIONAL OBJECTIVE	SEX		RACE	
	MALE PERCENT	FEMALE PERCENT	MINORITY PERCENT	WHITE PERCENT
Exploration of new career or academic area	12%	16%	14%	14%
Preparation for immediate entry into career	13%	19%	15%	17%
Preparation for transfer	51%	33%	32%	40%
Update skills	11%	7%	19%	8%
Interest/self-enrichment	10%	21%	16%	17%
Other	3%	4%	4%	4%
	N = 1710		N = 1608	

TABLE VII

EDUCATIONAL GOAL ACHIEVEMENT OF STUDENTS WHO ENTERED MARYLAND COMMUNITY COLLEGES IN 1974*

GROUP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Total	63%	62%
Sex		
Male	60%	59%
Female	65%	64%
Race		
Minority	50%	59%
White	64%	63%
Program Type		
Transfer	66%	66%
Career	62%	65%
Special	58%	56%

*The number of respondents (N) in the Montgomery College subcategories varied from N=1257 to N=1331; the variation in the statewide subcategories was from N=5223 to N=5642.

TABLE VIII

GOAL ACHIEVEMENT BY PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE*

REASON FOR ATTENDING	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Exploration of new career or academic area	47%	42%
Preparation for immediate entry into career	60%	57%
Preparation for transfer	74%	70%
Update skills	58%	62%
Interest/Self-enrichment	61%	62%
	N = 5404	N = 1210

*Goal achievement refers to accomplishment of one's primary reason for attending college (see Table VII). The analysis was conducted among students who did not change their goal (i.e., primary reason for attending college).

is 14 percent statewide (50% for minorities vs. 64% for whites), it is only 4 percent at Montgomery (59% for minorities vs. 63% for whites).

In Table VIII goal achievement is related to the goals (i.e., primary reasons for attending college) themselves. The rate of goal achievement for people with different goals varies significantly both statewide and at Montgomery.* For example, first-time students who entered college with the aim of preparing for transfer to a four-year institution had a 74 percent chance of achieving that goal statewide and a 70 percent chance at Montgomery. On the other hand, students aiming to explore a new career or academic area had only a 47 percent chance of succeeding statewide and a 42 percent chance at Montgomery. The disparities with regard to achievement of these two goals are consequently 27 percent statewide and 28 percent at Montgomery. Goal achievement rates for Montgomery respondents are comparable to those of respondents across the state.

1.3 What proportion of the Montgomery College/statewide respondents graduate?

The proportion of students graduating with associate in arts degrees and certificates from Montgomery College is commensurate with the proportion statewide. At Montgomery 15 percent (281) of the respondents earned associate degrees and 2 percent (33) earned certificates; statewide the percentages were 21 percent (1670) and 1 percent (83) respectively.

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*Chi-square equals 43.7 for Montgomery College and 190.6 for the state data. They are both significant at the $p < .0001$ level.

1.4 What was the graduation rate among Montgomery College/ statewide respondents whose goal was an associate in arts (A.A.) degree?

First-time students entering college do so with various educational goals in mind. Some enter with the intention of earning an associate degree, others with the intention of receiving a certificate and still others with the intention of taking only a few courses. Furthermore, after entering college many students change their original goals and adopt new ones. In order to gain a more meaningful perspective on the respondents graduation rate, consideration is given here to the rate of graduation among those whose goal all along was to receive an associate degree. As Figure I indicates 69 percent (626) of those Montgomery respondents who originally wanted an A.A. degree did not change their goal while at Montgomery College. In turn we see that at Montgomery College 38 percent (235) of the students with unchanged goals of associate degrees achieved their goals compared to 43 percent of the statewide respondents.

The results of the current survey (see Table IX) indicate that there has been a general decline over the last couple of years in the graduation rate among those whose goal was an A.A. degree. With exceptions in only a few subcategories, the decline, though slight, is evident both at Montgomery College and statewide. At Montgomery College this graduation rate has gone from 42 percent for 1972 first-time students to 38 percent for 1974 first-time students; statewide, the drop has been from 45 percent to 43 percent.

At Montgomery the exception to this pattern of decline has been among minority students. This subgroup has shown a rate increase in goal achievement from 25 percent to 28 percent.

FIGURE I

DEGREE ASPIRATIONS AND ACHIEVEMENT
AMONG MONTGOMERY COLLEGE RESPONDENTS

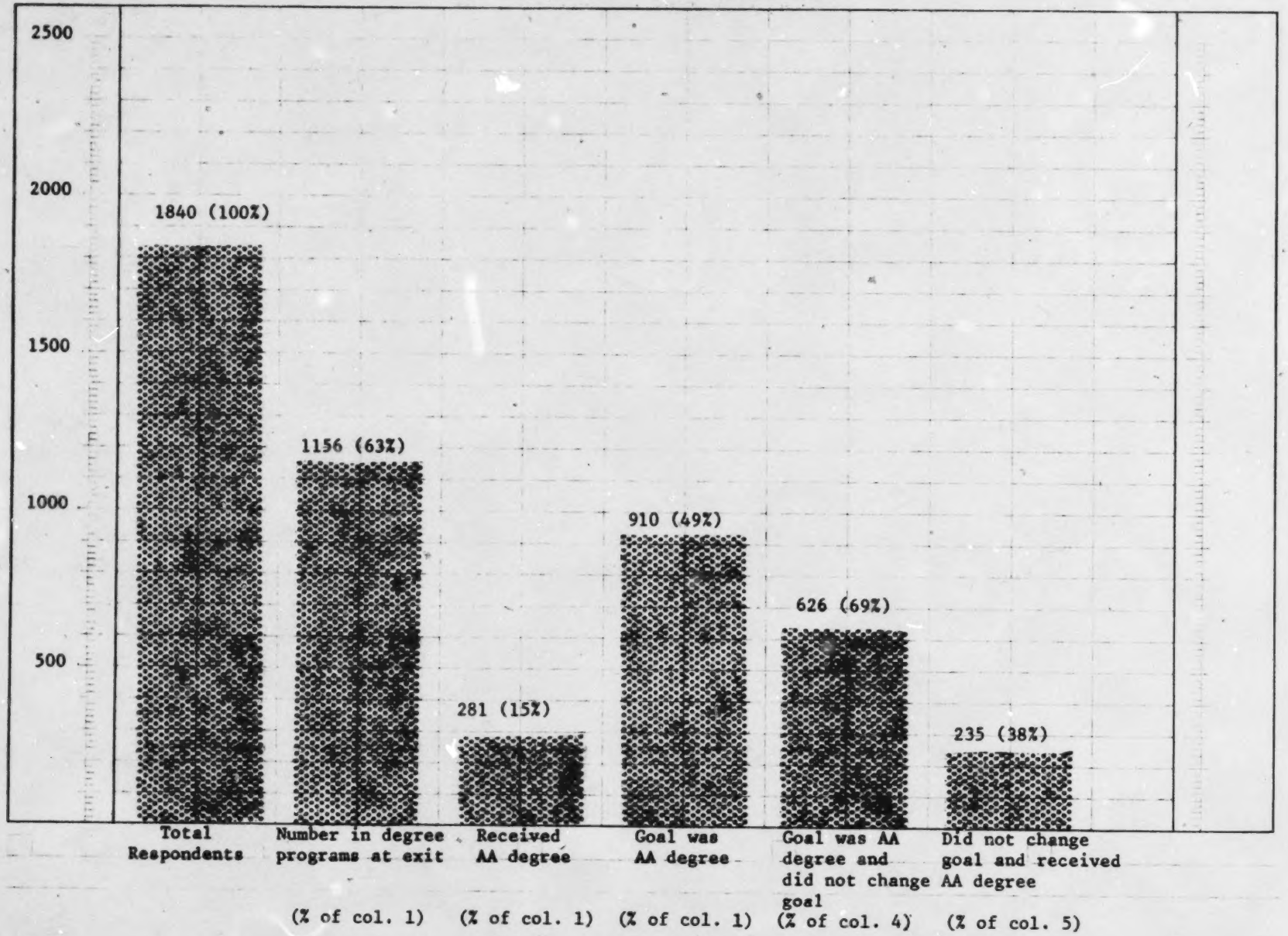


TABLE IX

DEGREE ACHIEVEMENT AMONG RESPONDENTS WHOSE GOAL WAS AN A.A. DEGREE*

GROUP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Total	43%	38%
Sex		
Male	41%	33%
Female	45%	41%
Race		
Minority	26%	28%
White	45%	39%
Program Type		
Transfer	45%	41%
Career	46%	48%
Special	13%	13%

*Only includes those respondents who did not change their educational goal.

The number of respondents (N) in the Montgomery College subcategories varied from N = 589 to N = 626; the variation in the statewide subcategories was from N = 2957 to N = 3176.

1.5 How many of the Montgomery College/statewide respondents were still enrolled?

After almost four years of matriculation significant percentages of students remain enrolled at their original Maryland community colleges. The Montgomery College percentage of students in this category (15%) is comparable to the statewide percentage (14%). Students in career curriculums are the most likely to remain enrolled (18% both at Montgomery and statewide) while special students are least likely to do so (12% at Montgomery and 11% statewide).

1.6 What were the reasons for discontinuing attendance at Montgomery College/colleges statewide among nongraduates?

The possible reasons for discontinuing attendance at college are many and varied. The survey used for 1972 first-time students provided a list of nine reasons from which the respondents could indicate those most applicable to their own particular situation. In an attempt to be more inclusive, the authors have expanded the list of reasons in the current survey questionnaire to eighteen (see Table X). Because of the increase in number of the variation in wording of the reasons, the results of the current and previous survey are not completely comparable.

However, with respect to the importance of some reasons, consistencies and inconsistencies can be inferred by indirect means. For example, employment (indicated 23% of the time) was the predominant reason for leaving Montgomery College for 1972 first-time students. In the current study questionnaire there are two reasons that relate to employment: a) scheduling conflict between job and studies, b) accepted a job. Considered separately their importance does not compare with the

TABLE X

REASONS FOR LEAVING MONTGOMERY COLLEGE

1974 FIRST-TIME STUDENTS

REASON	PRIMARY	SECONDARY	TERTIARY	TOTAL NUMBER	PERCENT
Transferred	217	94	71	382	15%
Job/studies scheduling conflict	125	107	52	284	11%
Achieved educational goal	137	82	33	252	10%
Program not available	83	107	62	252	10%
Accepted Job	107	86	48	241	10%
Personal/Marriage	111	66	58	235	9%
Changed educational goal	58	85	59	202	8%
Unsure about major	63	63	68	194	8%
Dissatisfied with program	34	45	25	104	4%
Dissatisfied with teaching	25	30	25	80	3%
Low grades	16	25	27	68	3%
Coursework not challenging	17	23	26	66	3%
Financial aid not sufficient	13	8	13	34	1%
Courses too difficult	11	13	8	32	1%
College too expensive	9	11	11	31	1%
Child care too costly	7	6	11	24	1%
Could not obtain financial aid	10	9	2	21	1%
Went into military	8	3	2	13	1%
TOTALS	1051	863	601	2515	100%

importance of employment in the previous study. However, when considered jointly the results appear to be consistent, as both are indicated a total of 21 percent of the time. A similar procedure can be used to show that lack of financial support as a reason for leaving college is much less significant than it used to be. While lack of financial support was a category in the previous survey and was indicated as being a reason 12 percent of the time, it was not listed as a specific category in the current survey. Three related reasons were listed, however: financial aid not sufficient (1%), could not obtain financial aid (1%) and college too expensive (1%). The total percentage of time that these related reasons were mentioned, 3 percent, is a decided improvement over the previous 12 percent figure.

In addition, at Montgomery it appears that more people are apparently leaving as a result of transferring (15% as opposed to 8% previously); that females tend to be much more likely to leave for personal/marriage reasons than are males (14% as opposed to 6%); and that minority students have more scheduling conflicts between their job and studies than do whites (22% for minorities versus 11% for whites). Similar patterns of response are noted across the state.

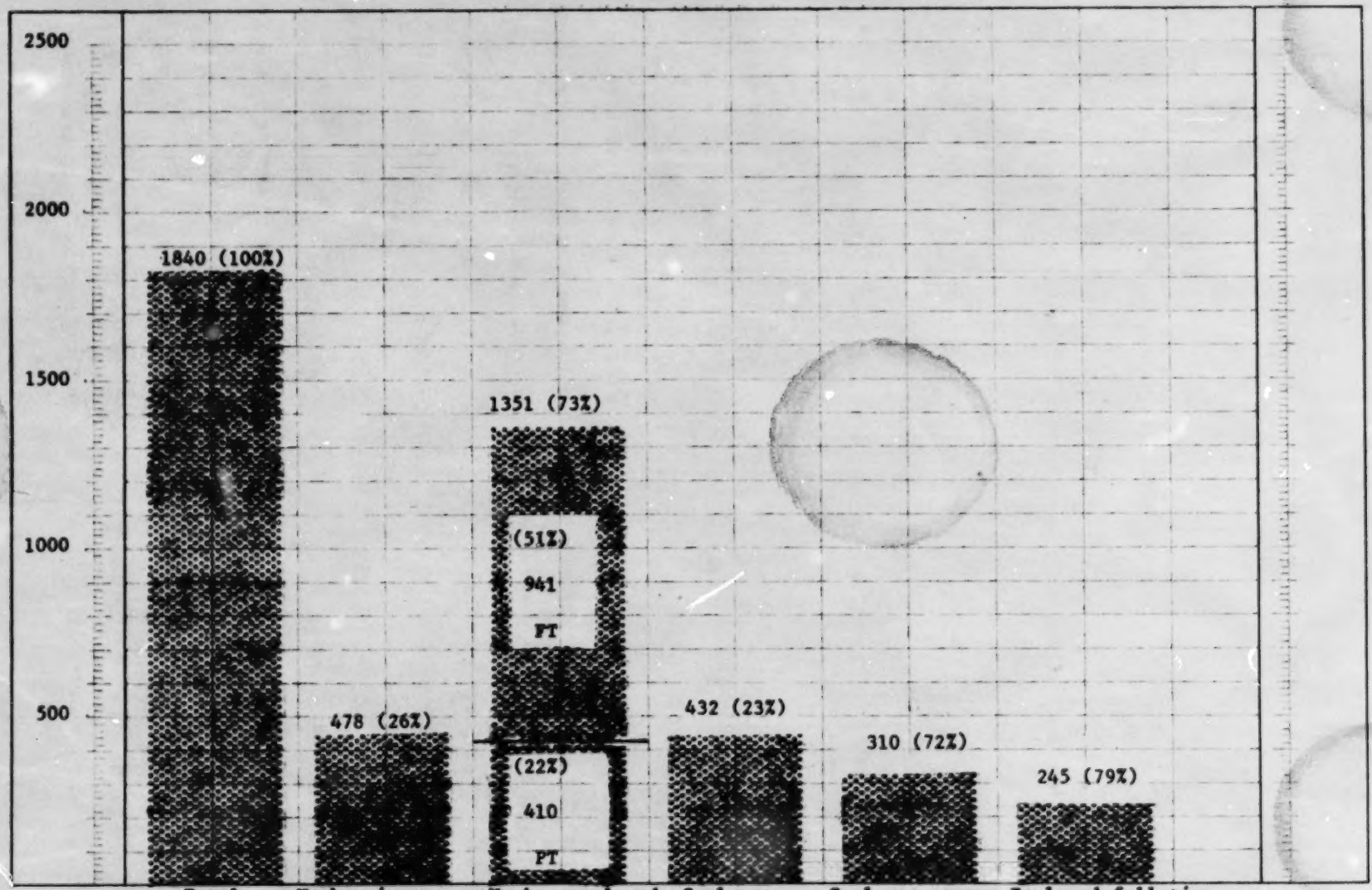
Career Development

2.1 How many of the Montgomery College/statewide respondents were employed full-time? Part-time?

Seventy-three percent of the Montgomery College respondents were employed either full-time or part-time. (Figure II). The statewide percentage of 82 is slightly higher. While 2 percent more Montgomery respondents were employed than in the 1972 study, 4 percent more of the

FIGURE II

CAREER DEVELOPMENT ASPIRATIONS AND ACHIEVEMENT
AMONG MONTGOMERY COLLEGE RESPONDENTS



respondents throughout Maryland were employed. The preponderance of employed respondents worked full-time, with the percentage slightly higher statewide (76%) than at Montgomery (70%). Once again, the results indicate that in general holders of certificates, non-graduates, career and undecided program students are more likely to be employed full-time than holders of associate degrees or students in transfer programs.

2.2 What percentage of Montgomery College/statewide respondents having career development as their goal were employed full-time?

Overall, 79 percent of the Montgomery College respondents whose unchanged goal was career development were employed full-time. (Table XI and Figure II). The figure for statewide students as a whole is likewise 79 percent. However, whereas the figure (79%) for Montgomery is the same as in the previous survey (1972 first-time students), the figure represents a 5 percent increase for the state as a whole.

Except for the case of minority students, there is a very high degree of comparability between the figures for the state as a whole and those for Montgomery College. Minority students at Montgomery appear to be not only more successful than their minority counterparts statewide but also more successful than whites (statewide and at Montgomery).

2.3 What proportion of the full-time employees held jobs in their fields of training?

As indicated in Table XII, only 27 percent of Montgomery respondents and 25 percent of statewide respondents held jobs that were not related to their training. These results are consistent with those of previous years and show that the overwhelming majority of students who are employed full-time are on jobs directly or at least somewhat related to their training.

TABLE XI

FULL-TIME EMPLOYMENT OF STUDENTS WHOSE UNCHANGED GOAL WAS CAREER DEVELOPMENT

GROUP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Total	79%	79%
Enrolled in career programs only	81%	79%
Sex		
Male	86%	86%
Female	74%	75%
Race		
Minority	78%	87%
White	78%	79%

The number of respondents (N) in the Montgomery College subcategories varied from N = 141 to N = 310; the variation in the statewide subcategories was from N = 1073 to N = 1787.

TABLE XII

RELATIONSHIP OF THE RESPONDENTS PROGRAMS

TO THEIR FULL-TIME EMPLOYMENT

RELATIONSHIP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Directly Related	48%	45%
Somewhat Related	27%	28%
Not Related	25%	27%
	N = 1993	N = 282

TABLE XIII

RELATIONSHIP OF THE RESPONDENTS PROGRAMS

TO THEIR FULL-TIME EMPLOYMENT

BY SEX

	STATEWIDE PERCENT				MONTGOMERY COLLEGE PERCENT			
	1972		1974		1972		1974	
RELATIONSHIP	Male	Female	Male	Female	Male	Female	Male	Female
Directly Related	38%	55%	43%	52%	36%	65%	43%	46%
Somewhat Related	30%	22%	28%	25%	29%	16%	30%	27%
Not Related	32%	23%	29%	23%	35%	19%	27%	27%
	N = 1705		N = 1989		N = 262		N = 282	

Table XIII reveals some interesting information regarding the relationship between academic program, full-time employment and sex. It seems that in the past females employed full-time were much likely than males to be working in their field. In just two years, however, the gap has narrowed substantially, particularly at Montgomery where based on current results the difference is only 3 percent.

2.4 Where were the Montgomery College full-time career respondents employed?

Table XIV indicates that the locations of jobs of Montgomery College full-time career employees have not changed very much through time. Whereas the majority of respondents continue to be employed in Montgomery County, practically all of them work either in Maryland or Washington, D.C. Statewide 50 percent of the full-time career respondents were employed in the same county as the community college which they attended; this is somewhat lower than the 60 percent of Montgomery respondents working in Montgomery County.

2.5 Did the Montgomery College/statewide career programs increase the students' theoretical understanding of their jobs? Increase their job skills? Help them get jobs? Help them get promotions or salary increases?

Respondents statewide and at Montgomery continue overwhelmingly to indicate that their college educational programs increased both their theoretical understanding and their ability to perform the skills required by their jobs. (Table XV-A). Likewise, a majority (54%) of respondents at Montgomery received assistance in obtaining jobs through their educational programs, while 49 percent did so statewide. Educational programs

TABLE XIV

GEOGRAPHIC WORK LOCATION OF

MONTGOMERY COLLEGE FULL-TIME CAREER EMPLOYEES

THROUGH TIME

LOCATION	1971 PERCENT	1972 PERCENT	1974 PERCENT
Montgomery County	63%	63%	60%
Other Maryland County	8%	10%	10%
Baltimore City	1%	1%	1%
Washington, D.C.	16%	16%	19%
Virginia	2%	5%	4%
Other State	10%	5%	6%
	N = 227	N = 259	N = 275

TABLE XV-A

EMPLOYMENT ASSISTANCE PROVIDED BY CAREER PROGRAMS

1974 RESULTS

TYPE OF ASSISTANCE	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Increased theoretical understanding	89%	88%
Increased job skills	87%	86%
Helped to obtain a job	49%	54%
Helped to obtain salary increases and/or promotions	45%	43%

The number of respondents (N) in the Montgomery College subcategories varied from N = 166 to N = 195; the variation in the statewide subcategories was from N = 1213 to N = 1378.

TABLE XV-B

EMPLOYMENT ASSISTANCE THROUGH TIME

TYPE OF ASSISTANCE	1971 PERCENT	1972 PERCENT	1974 PERCENT
Increased theoretical understanding	90%	87%	88%
Increased job skills	83%	81%	86%
Helped to obtain a job	40%	54%	54%
Helped to obtain salary increases and/or promotions	51%	39%	43%

The number of respondents in the subcategories were as follows:

	1971	1972	1974
Highest number in any subcategory	265	323	195
Lowest number in any subcategory	205	303	166

have been least efficacious with regard to helping employees obtain salary increases and promotions with 43 percent of the Montgomery respondents noting that their career program provided such aid.

Transfer

3.1 What proportion of all the Montgomery College/statewide respondents transferred?

In this study, a student is defined as having transferred if he has done any work at another college or university since leaving the community college. Thus, transfer does not imply that the students was enrolled at a college at the time of survey administration. The transfer rate at Montgomery remains higher than the statewide rate. Forty-two percent of the Montgomery students transferred while 34 percent did so statewide. Over the last three surveys, the difference between the two rates (Montgomery/statewide) has gone from a 5 percent difference to an 8 percent difference. (See Figure III for a summary of transfer rates for Montgomery respondents).

3.2 What proportion of the Montgomery College/statewide respondents transferred when transfer was their goal?

More important than the overall transfer rate as evaluative information is the rate of transfer among those whose goal was to transfer. A number of things are evident from the data presented in Tables XVI-A and XVI-B. For instance, in each subcategory the percentage of students achieving their goal of transfer was higher for Montgomery students than for students statewide. This finding is consistent with past studies except for the fact that over the years the difference between the statewide and Montgomery percentages has narrowed substantially. Whereas there

FIGURE III

EDUCATIONAL ASPIRATIONS AND ACHIEVEMENT
AMONG MONTGOMERY COLLEGE RESPONDENTS

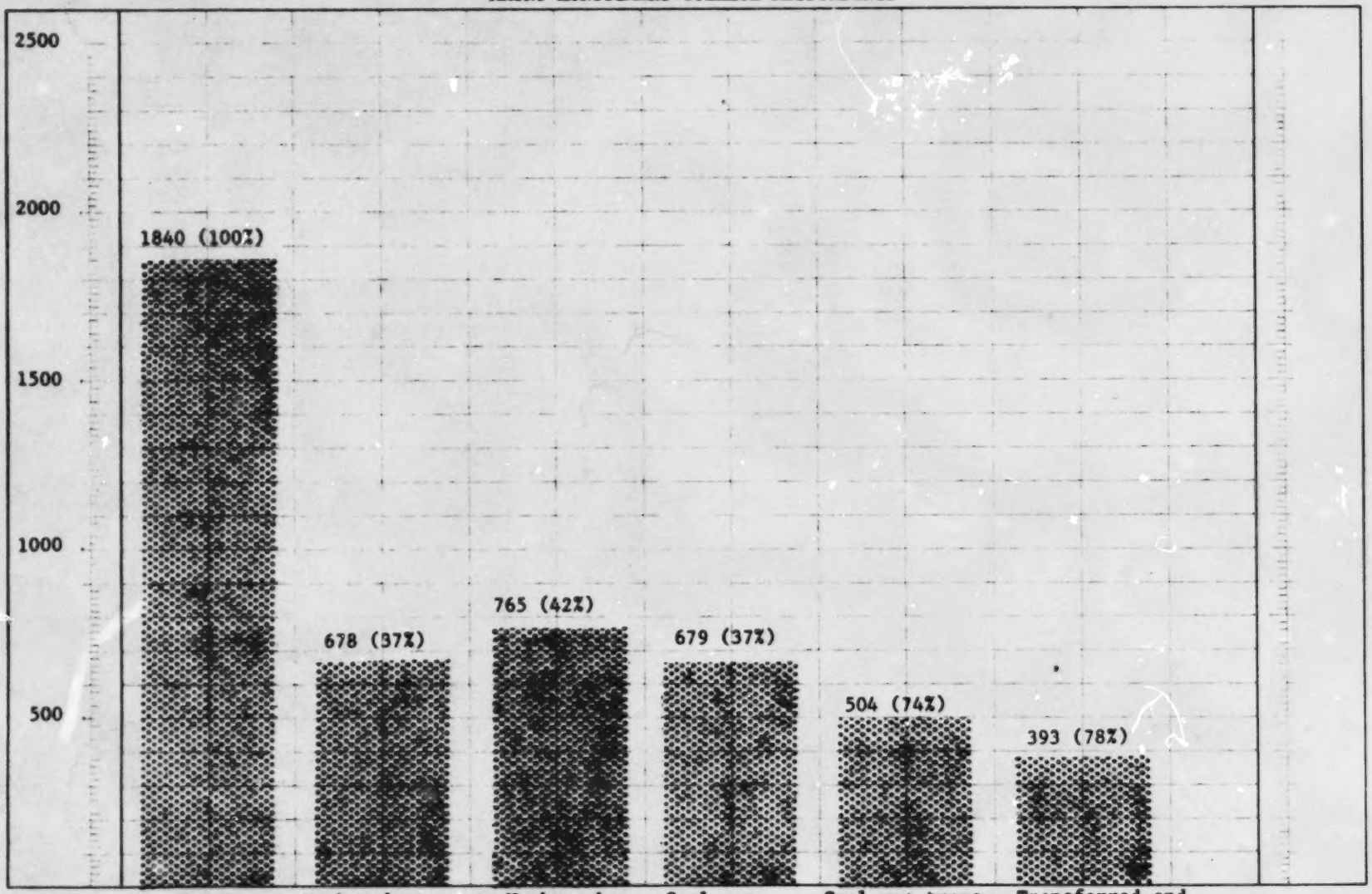


TABLE XVI-A

TRANSFER AMONG RESPONDENTS WHOSE GOAL WAS TRANSFER

1974 RESULTS

GROUP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Total	76%	78%
Transfer Programs Only	80%	82%
Sex		
Male	77%	79%
Female	76%	77%
Race		
Minority	59%	65%
White	78%	79%

The number of respondents (N) in the Montgomery College subcategories varied from N = 290 to N = 504; the variation in the statewide subcategories was from N = 1221 to N = 1808.

TABLE XVI-B

TRANSFER AMONG MONTGOMERY RESPONDENTS

WHOSE GOAL WAS TRANSFER THROUGH TIME

GROUP	1971 PERCENT	1972 PERCENT	1974 PERCENT
Total	69%	76%	78%
Transfer Programs Only	NA	78%	82%
Sex			
Male	68%	77%	79%
Female	70%	74%	77%
Race*			
Minority	57%	67%	65%
White	69%	75%	79%
Other	83%	83%	--

The number of respondents in the subcategories were as follows:

	1971	1972	1974
Highest number in any subcategory	670	841	504
Lowest number in any subcategory	654	571	290

*In the 1974 first-time student survey there was no other category.

was an 8 percent difference in the total transfer rates among 1972 Montgomery and statewide respondents the difference among 1974 first-time respondents was only 2 percent (76% statewide vs. 78% at Montgomery). As shown in Table XVI-B, every year increasing percentages of Montgomery students in the various subcategories have attained their goal of transfer, except in the case of minority students. The minority student transfer rate after increasing 10 percent (from 57% to 67%) between the survey of 1971 and 1972 first-time students decreased 2 percent (from 67% to 65%) among respondents to the current survey of 1974 first-time students.

3.3 To what colleges and universities did the Montgomery College/statewide respondents transfer?

The majority of respondents (Montgomery and statewide) who transferred enrolled in schools in Maryland. The percentage is overwhelming among statewide respondents (74%) but less so among Montgomery respondents (57%). The University of Maryland continues to attract the lion's share of students who transfer in Maryland. Maryland public state colleges attracted the next highest percentage (25%) of statewide respondents but very few (8%) Montgomery respondents. The percentage of respondents transferring to schools outside of Maryland is low among statewide respondents (26%) but much higher among Montgomery respondents (43%). The overall results, both statewide and at Montgomery, are generally consistent with those of previous years. (Tables XVII-A and XVII-B).

3.4 What proportion of the Montgomery College/statewide respondents transferred to programs that were related to their college programs?

The percentages of students transferring to programs directly related, somewhat related and not related to their community college

TABLE XVII-A

TRANSFER INSTITUTIONS OF THE RESPONDENTS

1974 RESULTS

INSTITUTION	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Maryland		
University of Maryland	30%	39%
Public State College	25%	8%
Private Four-Year	7%	4%
Community College	9%	4%
Technical-Commercial	2%	2%
Private Two-Year	1%	0%
Non-Maryland		
Public Four-Year	12%	18%
Private Four-Year	10%	19%
Other	4%	6%
	N = 2723	N = 765

TABLE XVII-B

TRANSFER INSTITUTIONS OF THE MONTGOMERY

RESPONDENTS THROUGH TIME

INSTITUTION	1971 PERCENT	1972 PERCENT	1974 PERCENT
Maryland			
University of Maryland	42%	43%	39%
Public State College	9%	9%	8%
Private Four-Year	2%	3%	4%
Community College	1%	2%	4%
Technical-Commercial	2%	2%	2%
Private Two-Year	-	0%	0%
Non-Maryland			
Public Four-Year	18%	19%	18%
Private Four-Year	19%	17%	19%
Other	7%	5%	6%
	N = 660	N = 850	N = 765

programs are almost identical for respondents statewide and at Montgomery. Most respondents transferred to directly related programs; only 15 percent transferred to unrelated programs. Over the years the distribution reflecting the relationship between the students' community college and transfer programs has changed very little for Montgomery and Statewide respondents. (Table XVIII-B).

3.5 How many credits did Montgomery College/statewide respondents lose in the transfer process?

3.6 What were the grade point averages of the Montgomery College/statewide respondents at the transfer institutions?

3.7 How satisfied were the Montgomery College/statewide respondents with their preparation for transfer work?

Historically, Montgomery College respondents have tended to lose slightly more credit hours after transferring than students statewide.* As can be seen in Tables XIX-A and B, this disparity is no longer significant. Note, for instance, in Table XIX-B that the percentage of Montgomery respondents who lost no credit hours after transferring has gone from 33 percent for 1971 first-time students to 48 percent for 1974 first-time students. Moreover, both statewide and at Montgomery, special student respondents (in undecided programs) tend to have more success in

*In the past this has been attributed to a greater rate of attendance at the University of Maryland by Montgomery College respondents. The University has tended to accept a smaller proportion of credit hours than other Colleges and Universities. This problem seems to have been alleviated through articulation.

TABLE XVIII-A

RELATIONSHIP OF THE RESPONDENTS' COLLEGE PROGRAMS

TO THEIR TRANSFER PROGRAMS

1974 RESULTS

RELATIONSHIP	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Directly Related	49%	50%
Somewhat Related	35%	35%
Not Related	16%	15%
	N = 2693	N = 759

TABLE XVIII-B

RELATIONSHIP OF THE RESPONDENTS' MONTGOMERY COLLEGE PROGRAMS

TO THEIR TRANSFER PROGRAMS THROUGH TIME

RELATIONSHIP	1971 PERCENT	1972 PERCENT	1974 PERCENT
Directly Related	48%	49%	50%
Somewhat Related	37%	33%	35%
Not Related	15%	18%	15%
	N = 648	N = 837	N = 759

TABLE XIX-A

SUCCESS OF RESPONDENTS IN TRANSFER INSTITUTIONS

1974 RESULTS

VARIABLE	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Credit Hours Lost in Transfer		
None	53%	48%
1-3	19%	21%
4-6	12%	15%
7-12	9%	10%
13-20	4%	4%
21 or more	3%	2%
	N = 2439	N = 690
Grade Point Average		
Below 2.0	3%	3%
2.0-2.4	11%	12%
2.5-2.9	28%	30%
3.0-3.4	35%	33%
Above 3.5	23%	22%
	N = 2574	N = 726
Satisfaction with Preparation		
Unsatisfied	12%	10%
Satisfied	55%	54%
Extremely Satisfied	33%	36%
	N = 2536	N = 716

TABLE XIX-B

SUCCESS OF MONTGOMERY RESPONDENTS IN TRANSFER INSTITUTIONS

THROUGH TIME

VARIABLE	1971 PERCENT	1972 PERCENT	1974 PERCENT
Credit Hours Lost in Transfer			
None	33%	41%	48%
1-3	31%	29%	21%
4-6	14%	13%	15%
7-12	11%	9%	10%
13-20	6%	5%	4%
21 or more	5%	3%	2%
	N = 615	N = 788	N = 690
Grade Point Average			
Below 2.0	3%	3%	3%
2.0-2.4	15%	14%	12%
2.5-2.9	34%	30%	30%
3.0-3.4	32%	34%	33%
Above 3.5	16%	19%	22%
	N = 632	N = 807	N = 726
Satisfaction with Preparation			
Unsatisfied	7%	7%	10%
Satisfied	55%	55%	54%
Extremely Satisfied	38%	38%	36%
	N = 649	N = 832	N = 716

transferring credits than do matriculated students.* Conversely, respondents in career programs tend to lose more credits when transferring.*

As regards grade point average and satisfaction with preparation, grade point averages earned by Montgomery College respondents are comparable to averages statewide with only 3 percent of the respondents earning averages below 2.0. The fact that students' academic performance is good after transfer is undoubtedly related to the fact that they are well satisfied with their community colleges preparation.

Student Satisfaction

4.1 Would you recommend your program of study to a friend?

4.2 Would you recommend the College to a friend?

The answers both at Montgomery and statewide to the questions posed above are strongly affirmative. Students are a little more likely to state that they would recommend the College than they are to recommend their program to a friend. For both of these items the tendency over the years has been towards fewer uncertain responses and towards more affirmative responses. (Table XX).

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*Possibly because special students tend to take the smallest number of specialized courses while career students take the largest number.

TABLE XX

RESPONDENTS' EVALUATIONS OF MONTGOMERY COLLEGE

1974 RESULTS

QUESTION	STATEWIDE PERCENT	MONTGOMERY COLLEGE PERCENT
Would you recommend your program of study to a friend?		
Yes	79%	77%
No	7%	9%
Uncertain	14%	14%
	N = 7667	N = 1802
Would you recommend the College to a friend?		
Yes	89%	88%
No	4%	4%
Uncertain	7%	8%
	N = 7698	N = 1811

4. MONTGOMERY COLLEGE CAMPUSES

(ROCKVILLE/TAKOMA PARK)

While the previous chapters have summarized findings for the College as a whole, this section describes and compares the findings for two of the College's three campuses, Rockville and Takoma Park. To date too few responses are available for students who have attended the Germantown campus to make analysis of this sub-group meaningful. Furthermore, one should keep in mind that the Rockville Campus is much larger than the Takoma Park campus and therefore provided the bulk (1553 out of 1840) of the respondents from the College as a whole.

Demographic and Academic Characteristics

As can be seen in Table XXI, the demographic and academic characteristics of the two campuses are generally similar. There are exceptions, however, in a couple of areas. For instance, whereas Takoma Park respondents are almost equally divided among transfer, career and special students, the Rockville respondents are made up of a smaller proportion of career students. There is also a disproportionate percentage of female respondents from Takoma Park (e.g. 72% female and 28% male), a larger percentage of blacks and consequently a smaller percentage of whites. These differences are reflections of actual differences in demographic characteristics of the students who enroll on these two campuses.

Educational Goals

The academic goals of students on the two campuses did not differ significantly. (Table XXII). Similarly, the overall educational goal achievement rate differed only by a single percentage point (62% for

TABLE XXI

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS

OF MONTGOMERY COLLEGE CAMPUS

RESPONDENTS

CHARACTERISTICS	TOTAL COLLEGE AVERAGE/PERCENT	ROCKVILLE AVERAGE/PERCENT	TAKOMA PARK AVERAGE/PERCENT
Program Type at Exit			
Transfer	37%	37%	33%
Career	26%	24%	35%
Special	37%	39%	32%
Mean Credits Earned	31.0	31.3	29.9
Highest Degree Earned			
Associate	15%	15%	17%
Certificate	2%	1%	4%
None	83%	84%	79%
Cumulative Grade Point Average	2.6	2.6	2.7
Mean Age	24.5	24.2	26.3
Sex			
Male	40%	43%	28%
Female	60%	57%	72%
Race			
Black	7%	5%	16%
White	87%	90%	73%
Foreign	5%	4%	10%
Other	1%	1%	1%
Primary Attendance Status			
Part-time		50%	55%
Full-time		50%	45%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	1838	1552	286
Lowest number in any subcategory	1702	1431	271

TABLE XXII

ACADEMIC GOALS OF STUDENTS

WHO ENTERED MONTGOMERY COLLEGE IN 1974

ACADEMIC GOAL	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Take Courses	42%	42%	38%
Certificate	6%	7%	6%
A.A. Degree	52%	51%	56%
	N = 1752	N = 1480	N = 272

TABLE XXIII

EDUCATIONAL GOAL ACHIEVEMENT OF STUDENTS WHO ENTERED

MONTGOMERY COLLEGE IN 1974*

GROUP	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Total	62%	62%	61%
Sex			
Male	59%	61%	48%
Female	64%	63%	66%
Race			
Minority	59%	60%	58%
White	63%	62%	63%
Program Type			
Transfer	66%	68%	54%
Career	65%	63%	74%
Special	56%	56%	52%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	1331	1125	206
Lowest number in any subcategory	1257	1071	186

*Goal achievement refers to one's primary reason for attending college. The analysis was conducted among students who did not change their goal (i.e. primary reason for attending college).

Rockville respondents and 61% for Takoma Park respondents). (Table XXIII). Takoma Park respondents in career programs were the most likely to have achieved their educational goals, 74 percent having done so. At the same time, male respondents from Takoma Park were the least likely to have achieved their educational goals; only 48 percent did so.

There was some variation between the two campuses in the goal achievement rates by primary reason for attending college. As the data in Table XXIV indicate Takoma Park respondents with the goals of exploring a new career or academic area or preparing for immediate entry into a new career were more likely to have achieved their goals than their counterparts from the Rockville campus. Rockville campus respondents were, however, more successful in achieving their goal of taking courses for interest and self-enrichment, for updating skills, and for transfer.

The primary reasons for leaving Montgomery College were very similar between the two campuses, except for the reason "achieved educational goal". This was a more prevalent reason at Takoma Park.

Career Development

Overall, the likelihood of respondents from both campuses whose unchanged goal was career development having secured full-time employment was equal (79%). As Table XXVI indicates, however, males on both campuses have been more successful than females in acquiring jobs. This is particularly the case at Takoma Park where there is a 15 percent difference (i.e., males 92% and females 77%). In terms of respondents whose unchanged goal was career development and who in addition enrolled in career programs, a comparative advantage goes to those from the Rockville campus with regard to their success in acquiring full-time employment.

TABLE XXIV

GOAL ACHIEVEMENT BY PRIMARY REASON

FOR ATTENDING MONTGOMERY COLLEGE

REASON FOR ATTENDING	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Exploration of new career or academic area	42%	41%	50%
Preparation for immediate entry into career	57%	54%	66%
Preparation for transfer	70%	71%	64%
Update skills	62%	63%	57%
Interest/Self-enrichment	62%	64%	55%
	N = 1210	N = 1020	N = 190

TABLE XXV

PRIMARY REASONS FOR LEAVING MONTGOMERY COLLEGE

1974 FIRST-TIME STUDENTS

REASON	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Transferred	21%	21%	18%
Achieved educational goal	13%	12%	20%
Job/studies scheduling conflict	12%	12%	12%
Personal/Marriage	11%	10%	11%
Accepted job	10%	11%	6%
Program not available	8%	8%	8%
Unsure about major	6%	6%	7%
Changed educational goal	5%	6%	4%
Dissatisfied with program	3%	3%	4%
Dissatisfied with teaching	2%	2%	1%
Coursework not challenging	2%	1%	1%
Low grades	1%	2%	0%
Financial aid not sufficient	1%	1%	2%
Courses too difficult	1%	1%	2%
Could not obtain financial aid	1%	1%	1%
College too expensive	1%	1%	1%
Went into military	1%	1%	1%
Child care too costly	1%	1%	0%
	N = 1051	N = 903	N = 148

TABLE XXVI

FULL-TIME EMPLOYMENT OF STUDENTS WHOSE UNCHANGED GOAL WAS CAREER DEVELOPMENT

GROUP	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Total	79%	79%	79%
Enrolled in career programs only	79%	84%	71%
Sex			
Male	86%	85%	92%
Female	75%	74%	77%
Race			
Minority	87%	86%	87%
White	79%	79%	79%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	310	237	73
Lowest number in any subcategory	141	92	49

TABLE XXVII

RELATIONSHIP OF MONTGOMERY COLLEGE CAMPUS RESPONDENTS' PROGRAMS TO THEIR FULL-TIME EMPLOYMENT

RELATIONSHIP	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Directly Related	45%	40%	63%
Somewhat Related	28%	31%	17%
Not Related	27%	29%	20%
	N = 282	N = 222	N = 60

Table XXVII provides a comparison of respondents from the two campuses with respect to the relationship between their college programs and their full-time employment. The edge with respect to the percentage working in jobs that are directly related to their programs must go to Takoma Park respondents, as there is a 23 percent difference (63% for Takoma Park respondents and 40% for Rockville respondents).

Respondents from the Rockville campus were more apt to work in Montgomery County and less apt to work in Washington, D.C. than is true college-wide. (Table XXVIII). The reverse is true of Takoma Park respondents and is to be expected because the campus is located much closer to the District of Columbia.

Career programs at Rockville and Takoma Park were equally effective in providing employment assistance to respondents. As Table XXIX indicates the programs were most effective in increasing the theoretical understanding required for the job, and least effective in helping to obtain salary increases and/or promotions.

Transfer

Rockville respondents with the goal of transfer were more successful than their counterparts from Takoma Park. (Table XXX). Overall 79 percent of Rockville respondents with transfer as their goal transferred, whereas 69 percent from Takoma Park did so. The largest difference is between Rockville males and Takoma Park males. The difference is 22 percent (81% for Rockville males and 59% for Takoma Park males). A curious note in the results relates to minority respondents. They are the only subcategory where the percentage achieving transfer was higher at Takoma Park than Rockville (78% vs. 59% respectively).

TABLE XXVIII

MONTGOMERY COLLEGE CAMPUS RESPONDENTS'

GEOGRAPHIC WORK LOCATIONS

(FULL-TIME CAREER EMPLOYEES)

LOCATION	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Montgomery County	60%	62%	52%
Other Maryland County	10%	11%	5%
Baltimore City	1%	1%	-
Washington, D.C.	19%	16%	33%
Virginia	4%	4%	2%
Other State	6%	6%	8%
	N = 275	N = 215	N = 60

TABLE XXIX

EMPLOYMENT ASSISTANCE PROVIDED BY CAREER PROGRAMS

MONTGOMERY COLLEGE CAMPUS RESPONDENTS

1974 RESULTS

TYPE OF ASSISTANCE	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Increased theoretical understanding	88%	88%	88%
Increased job skills	86%	85%	86%
Helped to obtain a job	54%	50%	54%
Helped to obtain salary increases and/or promotions	43%	41%	43%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	195	151	44
Lowest number in any subcategory	166	132	34

TABLE XXX

TRANSFER AMONG MONTGOMERY COLLEGE CAMPUS RESPONDENTS'

WHOSE GOAL WAS TRANSFER

1974 RESULTS

GROUP	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Total	78%	79%	69%
Transfer programs only	82%	84%	68%
Sex			
Male	79%	81%	59%
Female	77%	77%	76%
Race			
Minority	65%	59%	78%
White	79%	80%	68%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	504	449	55
Lowest number in any subcategory	290	256	34

TABLE XXXI

TRANSFER INSTITUTIONS OF

MONTGOMERY COLLEGE CAMPUS RESPONDENTS

1974 RESULTS

INSTITUTION	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Maryland			
University of Maryland	39%	39%	39%
Public State College	8%	8%	5%
Private Four Year	4%	4%	4%
Community College	4%	3%	8%
Technical-Commercial	2%	1%	4%
Private Two-Year	0%	0%	0%
Non-Maryland			
Public Four-Year	18%	19%	15%
Private Four Year	19%	20%	15%
Other	6%	6%	10%
	N = 765	N = 663	N = 102

Respondents from both campuses generally transfer to the same types of institutions. (Table XXXI). The particular programs that they enter, however, vary in the degree to which they are related to their programs at Montgomery College. For instance, 52 percent of Rockville respondents indicated that their programs were directly related, but only 38 percent from Takoma Park so indicated. (Table XXXII). Respondents, having transferred, were equally successful in terms of the number of credit hours lost in transfer, grade point averages and their satisfaction with preparation; results are presented in Table XXXIII.

Student Satisfaction

Based on the results presented in Table XXXIV it can be said that the respondents feel good about their Montgomery College experience. Most of them would recommend their program and practically all of them would recommend the College to a friend. This sentiment prevails on both campuses.

TABLE XXXII

RELATIONSHIP OF THE RESPONDENTS' MONTGOMERY COLLEGE PROGRAMS

TO THEIR TRANSFER PROGRAMS

1974 RESULTS

RELATIONSHIP	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Directly Related	50%	52%	38%
Somewhat Related	35%	33%	47%
Not Related	15%	15%	15%
	N = 765	N = 658	N = 107

TABLE XXXIII

SUCCESS OF MONTGOMERY COLLEGE CAMPUS RESPONDENTS

IN TRANSFER INSTITUTIONS

VARIABLE	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Credit Hours Lost in Transfer			
None	48%	47%	50%
1-3	21%	21%	18%
4-6	15%	16%	10%
7-12	10%	10%	12%
13-20	4%	4%	6%
21 or more	2%	2%	4%
Grade Point Average			
Below 2.0	3%	3%	7%
2.0-2.4	12%	12%	12%
2.5-2.9	30%	30%	28%
3.0-3.4	33%	33%	29%
Above 3.5	22%	22%	24%
Satisfaction with Preparation			
Unsatisfied	10%	11%	10%
Satisfied	54%	53%	59%
Extremely Satisfied	36%	36%	31%

The number of respondents in the subcategories were as follows:

	TOTAL COLLEGE	ROCKVILLE	TAKOMA PARK
Highest number in any subcategory	726	626	100
Lowest number in any subcategory	690	596	94

TABLE XXXIV

RESPONDENTS' EVALUATIONS OF MONTGOMERY COLLEGE

1974 RESULTS

QUESTION	TOTAL COLLEGE PERCENT	ROCKVILLE PERCENT	TAKOMA PARK PERCENT
Would you recommend your program of study to a friend?			
Yes	77%	78%	76%
No	9%	8%	11%
Uncertain	14%	14%	13%
	N = 1802	N = 1522	N = 280
Would you recommend the College to a friend?			
Yes	88%	88%	90%
No	4%	4%	3%
Uncertain	8%	8%	7%
	N = 1811	N = 1529	N = 282

5. SUMMARY AND RECOMMENDATIONS

Demographics

Since 1971 the College's percentage of students classified as "special" (undecided major) has increased consistently. Compared to the state, Montgomery students are more often classified as special and less frequently classified as transfer or career-oriented. Respondents to the 1974 study are older and are female in greater percentages than in earlier studies, reflecting changes in the College's enrollment that have been noted over the years.

Educational Goals

Montgomery respondents to the survey are more frequently transfer-oriented than are respondents across the state. Nearly two-thirds of survey respondents indicate that they achieved their educational goals while at the College. Minority students at Montgomery were more apt to achieve their goals than minority students statewide (59% vs. 50%).

Comparing student goals to the type of program in which the students were enrolled leads to the conclusion that many students have pursued goals not directly related to the program in which they enrolled. For example, 28 percent of the career program respondents and 25 percent of the special program respondents had preparation for transfer as their educational objective. There is little difference between the Rockville and Takoma Park campuses with regard to the goals of students. Compared to the other campus, however, transfer students at Rockville are more likely to achieve their goals and career students at Takoma Park are more likely to achieve their goals. Students who left the College prior to goal achievement most frequently noted that they left to transfer to

another college. Minority respondents in the statewide and Montgomery College samples noted scheduling conflict between their jobs and studies as reasons for leaving more frequently than did their white counterparts.

Career Development

Of those students from Montgomery College and across the state who had career development as their goal, 79 percent were employed at the time of survey administration. Minority students from Montgomery College were the most successful Montgomery subgroup in achieving employment goals and also were more successful in achieving career development goals than any other group statewide. The great majority of respondents (73% from Montgomery, 75% statewide) who are employed full-time continue to work in jobs that are either directly related or somewhat related to their training. The majority of employed respondents from the Takoma Park and Rockville campuses work in Montgomery County. Takoma Park respondents, however, are more likely to work in the District of Columbia and less likely to work in Montgomery County than are Rockville respondents, undoubtedly a reflection of the locations of the two campuses. The majority of the employed respondents noted that participation in their Montgomery College career program had increased their theoretical understanding of their fields, increased their job skills, and helped them to obtain jobs.

Transfer

A larger percentage of Montgomery students transfer than is true for the statewide sample (42% and 34% respectively). Those Montgomery students who transfer are more likely to attend colleges outside of Maryland than are transfer students from other parts of the state.

Seventy-eight percent of the Montgomery and statewide respondents who had goals of transfer actually did so. Minority students were less likely to achieve transfer goals than were white students. Many positive findings with regard to transfer were noted including the following: Montgomery respondents are no longer losing significantly more credits than statewide respondents when transferring, academic performance at transfer institutions is good, satisfaction with preparation for transfer remains high, and only 15 percent of the respondents transfer into programs unrelated to their Montgomery College programs. While minority respondents from the College as a whole were least successful in transferring, minority respondents from Takoma Park were the most successful (more so than any other group on either campus).

Student Satisfaction

An overwhelming majority of respondents statewide and from Montgomery College would recommend their program to a friend. Practically all respondents (88%) would recommend the College to a friend.

Recommendations

1. The College counseling staff may wish to further investigate some of the reasons cited by students for leaving Montgomery College prior to achievement of their educational goals. Specifically, the 12 percent of respondents who cited job/studies conflicts, the 11 percent who cited marriage problems, and the 6 percent who noted unsureness of their majors might, in some cases, have been encouraged to remain at the College through counseling and guidance. Job/studies conflict was a particularly key reason for leaving among minority students. (Twenty-four percent indicated that this was their primary reason for leaving.)

2. Further research should be conducted to ascertain why minority respondents from Takoma Park are so successful in transferring when that is their goal and why those at the Rockville Campus are less successful. The respective rates of success for students in this category are 78 percent (Takoma Park) and 59 percent (Rockville).

3. This study, and several previous ones, confirms the need for reform of the curriculum classification system with respect, especially, to special students. The data reported in this study reflect the College's trend toward increasing enrollments of special students (38 percent of the respondents at the time of exit were classified as special compared to 28 percent in the 1972 study). The data also reflect the fact, previously identified, that the educational goals and aspirations of special students do not diverge greatly from transfer and career students. A high enrollment of special students indicates the loss of significant amounts of information concerning areas of student academic interest. The College should make further attempts to assure that students are accurately classified in terms of their educational interests.

4. The graduation rate among students whose goals are A.A. degrees is not high (38%). The College should investigate the reasons for this low rate for the purpose of determining whether or not more students should and could be encouraged to complete programs. This recommendation is clearly related to recommendation number 1.

APPENDIX A: SURVEY QUESTIONNAIRE

MARYLAND PUBLIC COMMUNITY COLLEGES
STUDENT FOLLOW-UP QUESTIONNAIRE
FIRST-TIME STUDENTS, FALL 1974

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly (even if you took only one or two courses) and return in the envelope provided. All answers will be strictly confidential. Thank you for your assistance.

A. Please check what you hoped to achieve at this community college.

37 ☐ 1. Take courses without working toward a degree or certificate
☐ 2. Certificate
☐ 3. Associate degree

B. Please check the one statement which most closely corresponds to your primary reason for attending this college.

☐ 1. Exploration of new career or academic areas
☐ 2. Preparation for immediate entry into a career
38 ☐ 3. Preparation for transfer to a four-year institution
☐ 4. Update skills for a job currently held
☐ 5. Interest and self-enrichment
☐ 6. Other (specify) _____

C. Was your goal (indicated in Item B) achieved by the time you left this community college?

☐ 1. Yes
39 ☐ 2. No
☐ 3. Still attending this community college

D. Did you attend this community college primarily on a part-time or full-time basis?

40 ☐ 1. Part-time (11 credits or less per term)
☐ 2. Full-time (12 credits or more per term)

E. Would you recommend your program of study at this community college to a friend? (Check one)

☐ 1. Yes
41 ☐ 2. No
☐ 3. Uncertain

F. Would you recommend this college to a friend? (Check one)

☐ 1. Yes
42 ☐ 2. No
☐ 3. Uncertain

G. Please respond to this item if you are no longer a student at this college.
Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent were these *your reasons* for leaving this college? (Check as many as apply.)

43 ☐ a. Achieved educational goal
44 ☐ b. Changed educational goal
45 ☐ c. Scheduling conflict between job and studies
46 ☐ d. Accepted a job
47 ☐ e. Went into military service
48 ☐ f. Program or courses not available at this college
49 ☐ g. Dissatisfaction with program
50 ☐ h. Unsure about my choice of major
51 ☐ i. Course work not challenging
52 ☐ j. Low grades
53 ☐ k. Found courses too difficult
54 ☐ l. Dissatisfied with quality of teaching
55 ☐ m. Transferred
56 ☐ n. Applied, but could not obtain financial aid
57 ☐ o. Financial aid was not sufficient
58 ☐ p. Child care too costly
59 ☐ q. This college was too expensive
60 ☐ r. Personal/marriage

H. If you are no longer a student at this college, look at the above list and select the three most important reasons why you did not return to this college. (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below.)

61 First ☐
62 Second ☐
63 Third ☐

OVER

EMPLOYMENT

Check one answer for each question.

I. Your current employment status.

- ☐ 1. Employed part-time
- 64 ☐ 2. Employed full-time
- ☐ 3. Unemployed and seeking a job
- ☐ 4. Unemployed and not seeking a job

If you are currently unemployed, skip to item N.

J. Did you hold this same job while attending the community college?

- 65 ☐ 1. Yes
- ☐ 2. No

K. Geographic location in which you are presently employed.

- ☐ 1. Same county/city as this community college
- ☐ 2. Other county in Maryland
- ☐ 3. Baltimore City
- ☐ 4. Washington, D.C.
- 66 ☐ 5. Delaware
- ☐ 6. Pennsylvania
- ☐ 7. Virginia
- ☐ 8. West Virginia
- ☐ 9. Other state

L. Relationship between your program at this community college and your job.

- ☐ 1. Program directly related to job
- 67 ☐ 2. Program somewhat related to job
- ☐ 3. Program not at all related to job

M. Did your educational program at this community college assist you in:
Increasing your theoretical understanding required for your job?

- ☐ 1. Yes
- 68 ☐ 2. No
- ☐ 3. Not applicable

Increasing your abilities to perform skills required by your job?

- ☐ 1. Yes
- 69 ☐ 2. No
- ☐ 3. Not applicable

Obtaining your job?

- ☐ 1. Yes
- 70 ☐ 2. No
- ☐ 3. Not applicable

Obtaining salary increases and/or promotions?

- ☐ 1. Yes
- 71 ☐ 2. No
- ☐ 3. Not applicable

TRANSFER

If you enrolled at *another* college since leaving this college, please respond to the following questions, even if you are no longer a student.
Check one answer for each question.

N. Indicate the type of institution to which you transferred.

- ☐ 1. Another Maryland public community college
- ☐ 2. A public State college in Maryland
- ☐ 3. The University of Maryland
- ☐ 4. Maryland private four-year college or university
- 72 ☐ 5. A private two-year Maryland college
- ☐ 6. Maryland technical or commercial school
- ☐ 7. Out-of-state four-year public college or university
- ☐ 8. Out-of-state four-year private college or university
- ☐ 9. Other out-of-state college or university

O. What was your enrollment status when you enrolled in the institution indicated above.

- ☐ 1. Part-time
- 73 ☐ 2. Full-time

P. Indicate your overall grade point average at the transfer institution (based on a 4-point scale).

- ☐ 1. Less than 2.0
- ☐ 2. 2.0 - 2.4
- 74 ☐ 3. 2.5 - 2.9
- ☐ 4. 3.0 - 3.4
- ☐ 5. 3.5 and over

Q. To what extent was your curriculum program at this community college related to your major at the transfer institution?

- ☐ 1. Directly related
- 75 ☐ 2. Somewhat related
- ☐ 3. Not related

R. How satisfied were you with your preparation for transfer?

- ☐ 1. Extremely satisfied
- 76 ☐ 2. Satisfied
- ☐ 3. Unsatisfied

S. How many credit hours earned at this community college were not accepted at the transfer institution?

- ☐ 1. All credit hours accepted
- ☐ 2. Lost 1-3 credit hours
- 77 ☐ 3. Lost 4-6 credit hours
- ☐ 4. Lost 7-12 credit hours
- ☐ 5. Lost 13-20 credit hours
- ☐ 6. Lost more than 21 credit hours

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS

OF SAMPLE AND POPULATION

1974

CHARACTERISTIC	TOTAL POPULATION OF 1974 ENTRANTS		MONTGOMERY COLLEGE RESPONDENTS	
	AVERAGE	PERCENT	AVERAGE	PERCENT
Cumulative Grade Point Average	2.0		2.6	
Mean Age in 1974	24.1		24.5	
Sex				
Male		46%		40%
Female		54%		60%
Race				
Minority		10%		7%
White		81%		87%
Foreign		8%		5%
Other		1%		1%
	N = 4881		N = 1840	

APPENDIX C

STUDENT GOAL ACHIEVEMENT AND RECOMMENDATIONS OF PROGRAM BY PROGRAM OF ENROLLMENT

The following tables contain information relating to rates of goal achievement and program recommendation by program of enrollment. Program of enrollment is expressed here as the program area under which the program is reported in Higher Education General Information Survey (HEGIS). Under this system some Montgomery College curriculums are lumped with others, but rates of achievement by program area are clearly defined. There is considerable variation among programs in rates of goal achievement and program recommendation. The reader is advised, however, that many of the programs had small numbers of respondents, and these are indicated on the tables. More complete information concerning individual programs by campus is on file in the Office of Institutional Research. Note also that "special" students recommend their "program" at the same rate as matriculated students. This peculiarity may be taken as further evidence that many non-matriculated students are misclassified and see themselves as pursuing directed programs of study.

TABLE I

RATE OF GOAL ACHIEVEMENT
BY HEGIS PROGRAM AREA

HEGIS PROGRAM AREA	RATE OF GOAL ACHIEVEMENT
TRANSFER	
Arts and Sciences	71%
Biological and Physical Sciences	74%
Humanities and Social Sciences*	100%
Engineering	81%
General Education	63%
Teacher Education	79%
Business Administration	57%
CAREER	
Accounting	50%
Business Management	59%
Secretarial Science	69%
Printing*	33%
Hotel Management*	67%
Food Service Management*	50%
Applied Art	54%
Computer Programing	54%
Computer Operator*	57%
Data Processing Equipment Technology*	100%
Dental Assisting*	78%
Dental Laboratory Technology*	100%
Medical Laboratory Technology*	89%
Radiological Technology*	33%
Nursing	87%
Medical Assisting*	100%
Mental Health Associate*	33%
General Engineering*	50%
Drafting*	50%
Civil Engineering*	50%
Electronic Engineering*	60%
Mechanical Engineering*	100%
Early Childhood Care*	25%
Child Care*	88%
Law Enforcement	72%
Recreation Leadership	74%
Fire Science*	63%
Geography*	50%
SPECIAL	56%
TOTAL	62%

N = 1330
Total respondents to question concerning goal achievement

*Indicated program areas had fewer than 10 respondents.

TABLE II

RECOMMENDATION OF PROGRAM
BY HEGIS PROGRAM AREA

HEGIS PROGRAM AREA	RECOMMEND PROGRAM? YES	NO	UNCERTAIN
TRANSFER			
Arts and Sciences	73 (84%)	9 (10%)	5 (6%)
Biological and Physical Sciences	27 (77%)	3 (9%)	5 (14%)
Humanities and Social Sciences	5 (100%)	0	0
Engineering	14 (78%)	2 (11%)	2 (11%)
General Education	268 (77%)	35 (10%)	47 (13%)
Teacher Education	46 (72%)	8 (13%)	10 (15%)
Business Administration	85 (79%)	8 (8%)	14 (13%)
CAREER			
Accounting	19 (79%)	3 (13%)	2 (8%)
Business Management	20 (74%)	2 (7%)	5 (19%)
Secretarial Science	39 (76%)	4 (8%)	8 (16%)
Community Planning	4 (80%)	1 (20%)	0
Printing	9 (90%)	0	1 (10%)
Hotel Management	11 (100%)	0	0
Food Service Management	5 (71%)	0	2 (29%)
Applied Art	28 (72%)	4 (10%)	7 (18%)
Computer Programing	40 (89%)	2 (4%)	3 (7%)
Computer Operator	7 (54%)	1 (8%)	5 (38%)
Data Processing Equipment Tech.	0	0	1 (100%)
Dental Assisting	9 (70%)	2 (15%)	2 (15%)
Dental Laboratory Technology	1 (50%)	1 (50%)	0
Medical Laboratory Technology	9 (70%)	2 (15%)	2 (15%)
Radiological Technology	0	1 (33%)	2 (67%)
Nursing	26 (84%)	4 (13%)	1 (3%)
Medical Assisting	6 (100%)	0	0
Mental Health Associate	8 (89%)	0	1 (11%)
General Engineering	5 (83%)	0	1 (17%)
Drafting	6 (46%)	1 (8%)	6 (46%)
Civil Engineering	5 (56%)	0	4 (44%)
Electronic Engineering	6 (55%)	1 (9%)	4 (36%)
Mechanical Engineering	4 (100%)	0	0
Early Childhood Care	2 (50%)	0	2 (50%)
Child Care Aide	9 (82%)	1 (9%)	1 (9%)
Law Enforcement	45 (82%)	5 (9%)	5 (9%)
Corrections Certificate	2 (100%)	0	0
Recreation Leadership	20 (74%)	2 (7%)	5 (19%)
Fire Science	11 (85%)	0	2 (15%)
Geography	4 (100%)	0	0
SPECIAL	516 (78%)	53 (8%)	95 (14%)
TOTAL	1394 (77%)	155 (9%)	250 (14%)

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